Annual Report on Multiculturalism

April 1, 1995 – March 31, 1996

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BRITISH COLUMBIA

May 31, 1996

To: The Ministry Responsible for Multiculturalism - Multiculturalism BC

We are pleased to submit the third and last Annual Report on Multiculturalism for our former Ministry of Skills, Training and Labour. In 1995/96, the Ministry developed and supported initiatives designed to meet the needs of the diverse population of British Columbia, highlighted by the following:

- the introduction of a strategic plan for the college, institute and agency system, "Charting a New Course". Eliminating barriers, meeting the needs of diverse student populations and providing new and greater opportunities for education and skills training in British Columbia are the important aspects of this plan;

- the revitalization of the Apprenticeship Board and the new Employment Standards Act and regulations reflected the importance of meeting the demands of a diverse and changing labour market in British Columbia;

- Prior Learning Assessment, an initiative designed to formally acknowledge previous learning experiences outside the classroom, will give all British Columbians, particularly new immigrants, greater access to and participation in post-secondary learning opportunities; and

- the creation of Royal Roads University will assist in supporting British Columbia's objectives for enhancing business, trade and commerce in the Pacific Rim. The Terms of Reference for this institution state that Royal Roads will "exhibit instructional excellence, relevance and flexibility in its programs, and develop international linkages and a multicultural campus environment."

We want to thank the members of the Multiculturalism Working Group and support staff who assisted with the promotion and development of multicultural policy and activity during the past year. Despite recent changes to mandate and structure with the formation

of the new Ministries of Labour and Education, Skills and Training, we are confident that the commitment to multiculturalism will continue to flourish.

Yours truly,

Claude Heywood
Deputy Minister
Labour

Garry Wouters
Deputy Minister
Education, Skills and Training

1995-96 ANNUAL REPORT ON MULTICULTURALISM

Ministry of Skills, Training and Labour

A. EXECUTIVE SUMMARY

The former Ministry of Skills, Training and Labour was created in September, 1993 to reform British Columbia's post-secondary education, skills training and social service systems and to develop strategic partnerships with labour and employer sectors. The Ministry's mandate involved re-vitalizing learning and training to provide a more relevant, innovative and responsive British Columbia workforce within a changing economy. Major emphasis focused on incorporating new policy and systems, developed in partnership with business, labour, education, community organization, equity groups and participants/students, to meet the emerging needs of the Province's workplace.

The Ministry was organized into Divisions, namely, Labour Relations, Labour Programs, Post Secondary Education, Skills Development, Policy, Planning and Research, Management Services and Public Affairs. Each Division illustrated its commitment to the multiculturalism mandate through a multitude of projects and activities.

(B) GENERAL INFORMATION CHECKLIST

Please complete the checklist. It provides a summary of general information which may be used by Multiculturalism BC in its aggregate report.

(1) Number of staff or FTE's. 956

(2) Does your ministry/Crown have a multiculturalism policy?
YES_____ NO ✓

Although the Ministry did not have a specific multiculturalism policy, the Public Service Employee Relations Commission has a policy which welcomes and values diversity in the workplace and ensures that individuals are treated with respect and dignity. The Government of British Columbia is committed to a work environment free of any form of adverse discrimination and the Ministry actively supported the policy through training, communications and senior level support.

(3) Does your corporate strategic/operational plan include multiculturalism objectives and initiatives?
YES ✓ NO _____

Yes, our corporate strategic plans clearly reflected multicultural initiatives which permeate the various divisions; particularly the Skills Development, Post Secondary Education, Labour Programs and Labour Relations Divisions.

(4) Does your ministry/Crown have a multiculturalism plan?
YES _____ NO ✓

The former Ministry of Skills, Training and Labour did not develop a specific multiculturalism action plan. Nonetheless, the Ministry's Strategic Directions paper, dated November 1994, identified the then newly formed Ministry of Skills, Training and Labour's vision, mandate, values, and strategic goals which incorporate multiculturalism.

In addition, the Ministry had an Employment Equity Action Plan which focused on the recruitment, retention and advancement of the 4 groups which have been historically under-employed in the workforce: Aboriginal people, persons with disabilities, visible minorities and women.

(5) Has your ministry/Crown reviewed its legislation, policies, programs and services for issues in multiculturalism?

YES_____ NO _____ IN PROGRESS ✓

In keeping with the Ministry's Strategic Directions, policies, programs and services were sensitive to multicultural and social equity issues.

(6) Within your organization who is responsible for the implementation of your multicultural plans; and to whom does this position report?
(please use position titles only).

Within the Ministries of Labour and Education, Skills and Training, it is the responsibility of the Assistant Deputy Ministers to develop and implement a corporate strategic plan for multiculturalism.

STRUCTURE OF REPORT

This report has been prepared for the former Ministry of Skills, Training and Labour. The language reflects past and present activities and initiatives undertaken by the Ministry. Some of the activities are described in the past tense to reflect what the Ministry's mandate included while it existed. Other activities are described in the present tense to reflect on-going activity included in the new mandates and structures of the Ministry of Labour and the amalgamated Ministry of Education, Skills and Training.

C. CORPORATE COMMITMENT

The Ministry of Skills, Training and Labour was committed to increasing participation in employment, training and educational opportunities for groups that were historically under-represented and seeking re-entry into the workforce. Despite the lack of a focused intervention, the corporate commitment to multiculturalism was implicit in the Ministry's mandate and was integrated into a number of its major program initiatives. SKILLS NOW, a strategic priority for both the Ministry and the province, embodied the government's core values and broader corporate vision, *an investment in the people of British Columbia*. The introduction of BC Benefits, the government's commitment to re-structuring British Columbia's social safety net, also included components of the Ministry's corporate training and employment mandate.

D. MINISTRY GOALS AND OBJECTIVES

Specific goals and objectives, developed to promote multiculturalism within the divisions and on a corporate basis, will be incorporated into the corporate and program planning processes for the Ministries of Labour, and Education, Skills and Training for 1996/97.

E. COMMUNICATION

Ministry of Skills, Training and Labour staff were updated on multiculturalism activities within the ministry through articles in the *STL News*. This included a feature article entitled "Job Candidates May Face Cultural Barriers."

The Management Services Division provided corporate services, including training and employment equity initiatives, for the Ministry's employees.

F. REVIEW AND EVALUATION OF PROGRAMS, SERVICES, POLICIES AND LEGISLATION

Program Evaluation Branch
The Program Evaluation Branch included cultural diversity and equity in the preparation of all evaluations. In its assessment of welfare to work programming, for example, the Branch used indicators of birthplace and visible minority status in its analyses. This ensured that concerns felt most strongly by newcomers to Canada and members of visible minority groups were incorporated into the research design.

Legislative Reviews:
All requests for legislation were examined for the proposed impact on multiculturalism. To ensure that legislation conformed with multicultural aims, it was proposed that all future legislation be developed to include multiculturalism policy.

English Language Training Policy:
The Policy, Planning and Research, Skills Development, and Post Secondary Education Divisions, in conjunction with the Ministries of Education and Environment, Lands and Parks (Immigration Policy Branch), were designing a policy framework for English Language Training (ELT) to recognize cultural diversity and acknowledge the contribution of immigrants to the social, cultural, and economic fabric of our society.

G. STRUCTURAL CHANGE

Ministry Committee on Multiculturalism:
A steering committee was established in the 1993-94 fiscal year to develop a Ministry action plan to promote multicultural policies as defined in the *Multiculturalism Act*. This committee was composed of one representative from each Division in the Ministry and reported to the Ministry Executive Committee.

Membership on Interministerial Committee on Multiculturalism:
The Ministry had representatives on the Interministerial Committee on Multiculturalism. Through involvement on the Committee, ideas and concerns were exchanged and multicultural initiatives throughout government were shared.

Board Appointments:
The Legislation and Corporate Services Branch was responsible for coordinating lay member appointments to the boards of twenty eight post secondary education institutions and nine professional associations. The majority of these appointments were made by the Lieutenant Governor in Council or Ministerial letter as provided by legislation.

The Coordination of Agencies, Board and Commissions Branch in the Ministry of Government Services in conjunction with the Minister and Deputy Minister's offices, screened nominated candidates to agencies, boards and commissions and/or made recommendations for appointments that were culturally representative of the community.

New appointments to the Workers' Compensation Board, Workers' Compensation Review Board, Labour Relations Board, Provincial Apprenticeship Board and British Columbia Labour Force Development Board as well as to other advisory councils, boards or committees, where Cabinet or the Minister made the appointment, attempted to reflect the cultural mix of the community served.

H. AWARENESS/EDUCATION SESSIONS

The Ministry provided a number of awareness/education sessions to its employees throughout the province and was committed to providing ongoing communication to support a workplace which values diversity. *Preventing Harassment and Discrimination in the Workplace* workshops were delivered in 11 locations throughout the province. In addition, the Ministry made new acquisitions to its video resource library that focus on the value of workplace diversity.

Workers' Advisers' Branch

The Workers' Advisers' Branch met with a manager from MOSAIC, an intercultural organization in Vancouver, to discuss interpretation services, translation services and current demographic changes.

I. SIGNIFICANT CONTINUING AND NEW INITIATIVES

BC Benefits

BC Benefits is a major renewal of British Columbia's social safety net. It provides a fair share to working families, ensures continued support for those who need it, and helps to move people from welfare to the workplace.

Fact sheets explaining Youth Works and Welfare to Work, elements of BC Benefits, were translated into Spanish, Vietnamese, Chinese, and Punjabi. Information sessions about BC Benefits were also available in these four languages, and were delivered at Kwantlen University College through Surrey Delta Immigrant Services in late March, 1996.

Youth Works contains assisted job search and training components. Depending on local needs, cultural projects included, for example, training for Vietnamese inner-city youth.

British Columbia Asia Pacific Awards Program:
The British Columbia Asia Pacific Awards Program was created to promote cross-cultural awareness and understanding. Every year, approximately 40 Asia Pacific awards are won by students and 20 by professional staff to study and work in Asia Pacific countries. The British Columbia Asia Pacific Awards Program was established in 1990 to provide an opportunity for British Columbia public post secondary students and professional staff to gain a better understanding of the cultures, economics, and languages of 15 Asia Pacific countries. The Asia Pacific Awards Program is administered by the British Columbia Centre for International Education (BCCIE).

British Columbia Centre for International Education (BCCIE):
The Ministry provided a grant to support the operation of the British Columbia Centre for International Education (BCCIE) in Vancouver. This agency continued, through the work of its internationalization committee, to play an important part in multiculturalism through the publication of related studies and manuals. It hosted, with the Centre for Curriculum and Professional Development, the regional conference on internationalizing the curriculum. Other multicultural activities included designing workshops to raise cultural awareness on campuses and funding and administering awards programs to encourage the study of other cultures.

British Columbia Labour Force Development Board:
The British Columbia Labour Force Development Board is an advisory body established in 1994 to provide strategic and tactical advice to the Minister of Skills, Training and Labour on how government policy can best address labour force development in the face of the change taking place in the provincial economy.

The Board is committed to the inclusion and acknowledgment of equity issues as they relate to the labour force and has illustrated its commitment by appointing five equity Board Members.

Multiculturalism is addressed by the Coalition of Visible Minority Peoples of BC which reports directly to their Board Member. This reference group is regionally representative of all visible minority groups across the province.

Canada Career Information Partnerships (CCIP):
The BC region CCIP, a committee involving Research & Analysis, Post Secondary Education, Ministry of Education and Human Resources Development Canada, produced and distributed "Career Paths". The Committee also contributed to the national publication "Canada Prospects". These newspapers targeted youth to provide information on labour markets and career decision making. They showcased role models from different backgrounds to highlight the cultural diversity of British Columbians and Canadians and the different career paths that

they have chosen. The newspapers were distributed to Skills Development Offices and Human Resources Offices as well as to secondary and post-secondary institutions. Both publications were also included in the core information package for the Youth Works initiative.

College, Institute, and Agency System Strategic Plan, *Charting a New Course.* The Post Secondary Education Division of the Ministry of Skills, Training and Labour, in collaboration with representatives of the constituent groups, has developed a Strategic Plan for the continuation of a vital college, institute, and agency system in British Columbia. *The Strategies* document of *Charting a New Course* recognizes that the system has enabled learners to develop the skills and knowledge leading to an improved quality of life, work, and citizenship. At the same time, it acknowledges that changes are required in order to meet the increasingly diverse needs of learners and the complex demands of society. Within the goals of relevance, quality and access, strategies are proposed to eliminate academic, attitudinal and physical barriers facing learners today and in the future.

Gender equity and multiculturalism awareness initiatives foster awareness of issues of discrimination, harassment, and violence, at all levels, and for all constituency groups, across the system. Increased awareness of attitudinal barriers, and increased sensitivity to cross-cultural biases promote more positive attitudes toward under-represented and marginalized students and personnel, and introduce ways to decrease the higher discrimination, harassment, and violence incidence rates for these populations.

Community Outreach Partnerships Fund:
The Community Outreach Partnerships Fund is a Skills Now initiative which encourages British Columbia's public post-secondary institutions to work with the community in providing part-time retraining, continuing education and lifelong learning opportunities. It also fosters empowerment of communities through community partnerships, e.g., literacy councils, community skills centers, school districts, Multicultural groups, native bands, unions and other workplace organizations. Some examples of projects funded by the Community Outreach Partnerships Fund which reach the multicultural groups in the province are:

The Open Learning Agency, Chemainus College and the seventeen other First Nations Learning Centres are working together to adapt and develop programming in Aboriginal Governance and Band Management.

The First Nations Planning Project at the University of British Columbia will enable First Nations communities to identify and assess their learning needs vis a vis planning processes and principles.

The University of Victoria has delivered Smart Heart Awareness skills based programs to culturally diverse groups in nine communities.

Vancouver Community College has developed programs to meet the interpreter training needs of the Surrey-Delta Immigrant Services Society.

Curriculum Development:
The Ministry provided funding to the Centre for Curriculum and Professional Development (CCPD) to develop curriculum for use in post-secondary institutions in the Province. In 1995/96, the Ministry provided a total of $1.03 million for the development of Provincially Initiated Curriculum (PIC) projects from all program areas. Inclusiveness is an important criterion for PICs.

In 1994, a prototype workshop was developed to address inclusiveness guidelines and their rationale in curriculum development. Workshops and guidelines include issues of concern to women, First Nations, Persons with Disabilities, and Visible Minorities, and have been developed with the guidance of people from those groups.

In addition to curriculum projects, CCPD facilitated the development of an in-service workshop on gender and diversity in the college environment. Two workshop sessions will be offered in the Spring and Summer of 1996 to provide each provincial institution with the opportunity to send a representative to these train-the-trainer sessions. Participants will then provide training for other members of their institution, thereby maximizing the impact of the initial learning opportunity.

Early Childhood Education (ECE):
The Ministry provided funding to the Early Childhood Multicultural Services Society to develop a resource manual for ECE Instructors. The two volume "Honouring Diversity Guide" includes handouts, activities, resources, and references on anti-bias topics for the ECE adult education classroom. Forty instructors from around the Province participated in an orientation session on the use of the guide, which is now employed throughout the Province.

English Language Training:
English Language Training (ELT) programs enable many British Columbians to participate more fully in Canadian society and to access training programs and employment opportunities. The Ministry provided funding to 17 public post-secondary institutions to deliver a wide range of ELT programs including Basic, Intermediate, and Advanced Communication ELT Literacy, Home Tutoring, English for Academic Purposes, Vocational English and Combined Skills programs. Combined Skills programs increase the employability skills of British Columbians by providing skill training for high demand jobs and enhancing English fluency at the same time. Expanding delivery of these programs to more public post-secondary institutions in BC served both community and labour market needs.

Enhanced Client Education in Employment Standards:
With funding provided by the Multiculturalism BC Community Access Program, the Employment Standards Branch undertook an initiative to increase client education regarding workplace rights and responsibilities.

Fact sheets covering hours of work and overtime, and filing a complaint were translated into Punjabi, Chinese, Vietnamese, Spanish, and Tagalog (Philipino). In addition, information for farmworkers was translated into Chinese and Punjabi, and information for domestic workers was translated into Spanish and Tagalog.

The fact sheets were distributed to Employment Standards Branch field offices province-wide, all government agents offices, multicultural organizations and related media groups.

International Credential Evaluation Service (ICES):
The International Credential Evaluation Service (ICES), partly funded by the Ministry of Skills, Training and Labour and operated by the Open Learning Agency, was officially opened. This assessment service provides educational evaluation services to clients who have completed post-secondary studies outside Canada. ICES reports greatly assist students seeking recognition of their previous study in order to seek employment (mainly for non-regulated occupations) or to continue their education.

Many qualified newcomers have faced a long and costly process to enter the labour market. ICES reports allow employers to fully understand an individual applicant's education, allowing for more informed, equitable placement and staffing decisions.

Labour Market Information
The Research and Analysis Branch produced several reports which provided key data and information related to cultural diversity in the work force and in our society as a whole. These included the "Environmental Scan", "Changing Employment Demand and Skill Needs in British Columbia: a Discussion Paper", and "Profile of Youth in British Columbia".

The Branch has also produced a publication, in partnership with Human Resources Development Canada, called "Making Career Sense of Labour Market Information". This provided career practitioners with information on the labour market and how to integrate this into the career planning and decision making process. The publication included sections on the composition of the work force, the impact of demographic changes on employment opportunities, and labour law issues related to cultural diversity. These sections were designed to help career practitioners relate the changing cultural and demographic realities in Canada to their clients and students.

Labour Market News:
The Strategic Partnerships & Research Branch of the Policy, Planning & Research Division produced a newsletter entitled *Labour Market News*. Specific articles highlighted successes of a number of visible minority entrepreneurs. The newsletter was distributed to approximately 2500 business, education and labour leaders.

Labour Relations Board (LRB) Information:
The Employment Standards Branch produces labour relations voting documents in Punjabi, Hindu, Korean, Chinese and Vietnamese. These documents have been translated to ensure that individuals can make independent and informed decisions about union representation and other labour relations issues.

The LRB publishes a plain English Guide to the Certification application. This guide has also been translated into Chinese and Punjabi and is available to employers upon request.

The Board has also produced a Practice Manual, designed for use by lay people as well as lawyers. The Practice Manual, which may be purchased from the Queen's Printer, is a complete resource for a party involved in an application before the Board.

Lower Mainland Multicultural Education Project:
Douglas College provided the lead in developing training sessions for multiculturalism policy development and implementation in public institutions. These workshops were developed in cooperation with the community and were delivered in 1995-96.

Mexico Grant Program
The Mexico Grant Program was established to provide financial awards to students and professional staff at public community colleges and institutes to enable them to develop an understanding of Mexico and to forge friendships and working relationships with that country. Approximately 12 awards were won annually. The Mexico Grant Program is administered by the British Columbia Centre for International Education (BCCIE).

Multicultural and Internationalized Curriculum:
Work on the internationalization of the curriculum continued in 1995-96 with the publication of the International Literacy paper. Subsequently, there was preparation for a regional conference on internationalizing the curriculum, supported by the Ministry and sponsored by the International Liaison office of UBC. One of the conference's purposes was to showcase best practices in bridging cultural gaps. The new Ministry of Education, Skills and Training made a presentation on a new electronics technician standard which originated in BC and has been recognized internationally by a number of countries, including Mexico.

The conference demonstrated how such activities encourage multicultural communication and partnership.

Prior Learning Assessment
Prior Learning Assessment (PLA) is a process through which all learners can achieve credit for their previous knowledge, regardless of when, how, or where it was gained. PLA is helping to improve access to post secondary education for learners from many cultures who previously have had difficulties having their knowledge and credentials recognized in Canada. In 1995/96, the Ministry provided a total of $500,000 in grants to ten post secondary institutions to aid them in implementing PLA.

Quick Response Training and Adjustment Program:
The Quick Response Training and Adjustment program (QRTA), a Skills Now initiative, was designed to ensure that businesses can respond quickly to local training or retraining needs, start ups, shut downs or changing technology by facilitating short-term high quality training that leads to industry recognized standards and skills. QRTA provides financial support to share the cost of delivering fast, flexible and relevant training that would not otherwise occur without government financial assistance.

QRTA programs which support multiculturalism include: the Union of Needletrades Industrial Textile Employees (West Canadian), in which there is a large group of female and visible minority participants; QRTA works with many aboriginal participants through numerous employers, including the Osoyoos Indian Band, Fort Babine Lodge, Kyahwood Forest Products, and others. BC Packers Ltd. has QRTA participants from many backgrounds: aboriginal, visible minorities and women.

Royal Roads University:
Royal Roads University was in the process of being established as an institution with a strong international component to include recruitment of students worldwide as well as an international approach to all program areas.

Skills Development Division:
Through the Training & Employability Branch, employers under the Workplace Based Training Program were encouraged to hire visible minorities, and have acknowledged the benefits in promoting and hiring visible minorities. Service providers under the Community Employment Training (CET) Program, Bridging for Women Program, and Youth Employment Skills (YES) Program were required to identify and provide service to: people with disabilities, aboriginal people, visible minorities, and women. There were also programs for specific language groups that have barriers to employment: for example, agencies with expertise in service to immigrants and/or visible minorities were contracted to provide employment programs which assisted in Prior Learning Assessment, Canadian

credentialling, links to employment and placements, and adjustment to Canadian work norms.

Skills Now:
The Ministry developed a strategic framework to increase participation in education and training for all British Columbians, and in particular, those groups historically under-represented in the labour market. Visible minorities and women were given an opportunity to plan and participate in initiatives to improve campus safety and to reduce the attitudinal barriers that exist among both faculty and students in the province's post secondary institutions.

An Innovation Fund was established to challenge colleges, institutes and universities to find innovative and cost effective ways to teach skills to more students. One of the principles of the Innovation Fund is to support full participation of equity group members, increasing equity in the provision of programs and services and decreasing systemic barriers.

Skills Now embodied social equity as a major theme. Some of the areas that have been addressed include training in cultural sensitivity to recognize racial stereotypes, and English Language Training (ELT). In the past, British Columbians who needed job skills were forced to delay entering technical or vocational training until they had achieved fluency in English. Through partnerships with public post-secondary institutions, the Province is providing new learning and employment opportunities for adult ELT learners who have attained at least an intermediate level of English. Skills Now addresses the training needs of adult ELT learners through Combined Skills programs which integrate language skills with job specific skills. There were 20 Combined Skills programs in BC in 1995-96.

The Skills Now initiative was also responsible for the establishment of Community Skills Centres throughout the province to meet local training needs. These Centres are managed by volunteer boards with representative from local education providers, business. labour, First Nations and cultural groups.

Training for New Canadians:
Employment Standards Branch officers in the Lower Mainland deliver training for new Canadians regarding the *Employment Standards Act* to ensure that individuals are aware of their rights in the work place. The Branch has also provided information on workers' rights at Chinese and Indo-Canadian Society workshops and trade meetings.

Employment Standards Branch staff participated in open line talk shows on Cantonese radio programs and conducted interviews on a Cantonese TV station to discuss rights and responsibilities in the workplace. Staff also helped to update

publications produced by the People's Law School in Vancouver to educate new Canadians about employment standards.

United World College Scholarship Program:
The United World College Scholarship Program is offered through the Student Services Branch of the Post-Secondary Education Division. High school students with high academic standing are eligible to apply for the scholarship, which enables them to participate in a two-year program at a United World College (Lester B. Pearson College of the Pacific in Victoria, BC, the United World College of the Adriatic in Italy, the United World College of the Atlantic in Wales, and the Li Po Chun United World College of Hong Kong) leading to an International Baccalaureate. The Baccalaureate is equivalent to the last year of secondary school and the first year of university.

The province awards 14 scholarships annually, seven of which go to students entering a world college for the first time, and seven of which go to previous recipients entering their second year of study. The goal of the program is for students to gain an understanding and appreciation of other cultures while allowing them to participate in a unique educational experience.

Workers' Compensation Information for Employers
The Employers' Advisers' Branch provides independent advice, assistance, representation, training and information to employers, potential employers and employers' associations concerning workers' compensation matters. The Branch will soon be translating its two brochures into Chinese and Korean, followed by Punjabi and Vietnamese, in an attempt to reach a broader base of the employer community.

Workers' Compensation Information for Workers
The Workers' Advisers' Branch provides independent advice to injured workers and their dependents about the benefits and policies of the Workers' Compensation Board, and assistance in resolving their disputes. The Branch currently has information brochures available in French, Polish, Punjabi, Italian, Chinese and Vietnamese. During the 1995/96 year, Thai information was produced and the Branch is now considering the translation of their material into Russian. Brochures and fact sheets are distributed to the public through the branch, unions, government agent offices and MLA offices.

J. OVERVIEW OF PROGRESS/ADDITIONAL COMMENTS

The Ministry of Skills, Training and Labour undertook a variety of initiatives that promoted multiculturalism policies as described in the *Multiculturalism Act*. Ministry programs and services were developed to respond to the multiculturalism needs of British Columbians it served.

K. ACTION PLAN FOR 1996/97

Not applicable due to re-organization in February, 1996.